

ACTION & IMPACT REPORT 2018/19



AREA OF LEARNING: G and T and more able

PRIORITIES

1.3 To ensure the attainment of almost all groups of pupils is broadly in line with National averages and if below these, is improving rapidly. (WPT)

3.2 To ensure teachers are planning effectively and making maximum use of lesson time and coordinating lesson resources well. (WPT)

5.1 To ensure that pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.

SUCCESS CRITERIA

- Effective and immediate support is given for planning in order to ensure the learning journey for the more able is consistent through school
- In work scrutiny Marking and feedback shows the challenge through the pitch/activity and feedback given.
- There is rigorous moderation between year groups and phases, ensuring accuracy and accountability for (and of) pupil progress and attainment schools
- GDS matches or exceeds previous end of Key Stage

- Teachers' CPD is used effectively through LA-led courses, modelled practice, networking opportunities with other schools
- Pupil learning is supported through quality-first class teaching, direct intervention
- Key questions are planned for texts using all of the content domains in reading.
- More able children are furthering their learning by having a deeper understanding in all lessons
- Planning scrutiny shows that children are challenged effectively
- Marking and feedback shows children are challenged effectively.
- Children are given the opportunity to develop and deepen their understanding eg having enough time to respond effectively to develop learning further.

- Reciprocal reading approaches are used in a variety of subjects to develop understanding of key vocabulary.
- Children are pro active in lessons and speaking with confidence and understanding about their learning.
- A celebration of deeper understanding of learning through school

Actions

1.3 To ensure all GDS children are tracked in each class looking at end of Key Stage exits points and actions are in place to support these children in reaching GDS in reading, writing and maths and combined

3.2 To ensure the teaching journey is explicit and consistently approached throughout school.

1.3 regular staff CPD for greater depth on White Rose planning/scheme of work.

1.3 whole school staff working with Amy Parry to ensure GD reading/writing is clearly planned within the reading into writing learning journey.

5.1 Planning lexically appropriate texts for children to be using to deepen understanding of vocabulary.

3.2 To ensure L.I and S.C are differentiated clearly for level of challenge used effectively in marking and feedback – regular monitoring and feedback rounds

5.1 celebrating all achievements through school – on displays, competitions, assemblies and using rewards systems effectively.

Impact